

# Lowell High School Secondary School Reform

## Update

4.21.21



# Agenda

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5. Organizational and Administration Alignment
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# Overview

As we strive to achieve the community-wide vision for our graduates, articulated in the District's soon-to-be-finalized Portrait of a Graduate (PoG), we are continuing to reframe the classroom learning experience for our students at LHS - exploring new possibilities and experiences for students which are not available within our current structure.



# Need for Change

*While many students and families continue to build and share incredible success stories...*

Fewer than half of our students with disabilities, for instance, graduated in 2019, a rate which is 25% lower than the state average.

Historic discipline data shows disproportionately high percentages of out-of-school suspensions among Hispanic/Latinx students compared to the overall student population.



. . . the quantitative and qualitative data provide evidence of Significant Opportunity Gaps and Disparate Outcomes among our school's diverse populations.

# Collaboration with Stakeholders Community Partnerships



Supporting Our  
Collaborative Efforts!





# Immediate Steps for Improvement

## *Sustainable Improvement/ Turnaround Plan Implementation and Monitoring*

- Leadership and use of data development
- Instructional capacity skill building so that entire staff can provide instruction for all students, including those with disabilities and English Language Learners
- Universal Design for Learning [UDL] strategies incorporated into practice
- Writing across the curriculum with common language, rubrics, use of data as part of the expectations for teaching writing in all contents areas
- Restorative practices to support positive student behavior and decrease lost learning time and suspensions
- Pathway and partnerships - learning from those in place, research, and planning

# PORTRAIT OF A GRADUATE

LOWELL PUBLIC SCHOOLS

## THE MISSION:

Lowell Public School graduates will be strong of mind, heart, spirit, and skill so they are prepared to engage and lead with others to make positive change for a more equitable world.

### No.1 MIND

Graduates will have the knowledge, intellectual abilities, and problem-solving skills they need to be lifelong learners and critical thinkers in a complex and ever-changing world.

### No.2 HEART

Graduates will possess the self-awareness, cultural humility, and historical knowledge that will enable them to understand, appreciate, and value people from different groups, cultures, and belief systems.

### No.3 SPIRIT

Graduates will approach learning, work, and life challenges with patience, perseverance, and adaptability as they develop the resilience and determination essential to success in adulthood.

### No.4 SKILLS

Graduates will possess the real-world skills they need to evaluate new information, communicate their ideas, solve challenging problems, develop innovative solutions, and use digital technologies.

### No.5 NETWORK

Graduates will be able to communicate effectively and persuasively, collaborate productively in groups or teams, follow through on commitments and responsibilities, and interact respectfully, empathetically, and constructively with others.

### No.6 LEADERSHIP

Graduates will have the confidence, knowledge, and abilities they need to be civically engaged, empower others, seek justice, and achieve positive change in the world.



Lowell Public Schools is committed to launching every graduate into adulthood prepared for life. Our Portrait of a Graduate describes the knowledge, skills, and work habits that will prepare graduates for success. Our mission: Give every student the opportunity to learn, grow, and thrive.



# High Quality Pathways and Post-Secondary Opportunities

- Early College & Early College Promise
- Career and Innovation Pathways
- After-Dark CTE Program





# Long Term Redesign

- Engage in the Implementation Phase of the Portrait of a Graduate [PoG] Work
- Construct a vision for teaching and learning that is aligned with the new instructional vision and which support the PoG work
- Develop the required programmatic structures to support students, staff and families
- Provide opportunities for students to engage in high-quality college and career-related experiences during their four years at LHS
  - Industry-Specific Pathways
  - Stackable Credentials
  - Internships
  - College Courses
  - Professional Certifications
  - Apprenticeships
  - After-Dark Career and Technical program
  - Remote Learning Options  
(proposal submitted to DESE from Office of Teaching and Learning)

# Organizational and Administration Alignment

## School Year 2021 -20222

<i>Proposed addition of Associate Head of School</i>	Dedicated increased level of interactive and embedded support, guidance, and feedback for Department Heads as they focus, partner and work with teachers to individually and collectively enhance and expand academic, instructional and personal skills and competencies to more effectively meet the needs and create opportunities for students, Pending School Committee approval.
<i>addition of Database and Systems Administrator</i>	School level administrative position to provide real time data, create data systems and champion the use of data to improve outcomes for students. This position will play a critical role in supporting the district's commitment to 1) eliminate the racial, ethnic and linguistic achievement and opportunity gaps, among all students, 2) provide equitable student support and allocation of resources to meet all student's needs and 3) engage families with courtesy, dignity, respect and cultural understanding.
<i>addition of mental health and SEL support staff</i>	Now, more than ever, students will require intensive supports and services as we return to full in-person learning in the fall after over a year of remote learning for most students. Student centered teams and small learning communities will be greatly strengthened when collaboration includes the knowledge and understandings of mental health professionals. Students with access to relationships and interactions with social workers and counselors will be supported in ways that provide them with the ability to fully access and participate in learning. We plan to address the challenges of the disproportionate student suspension rates by transforming our In-House suspension from a punitive to restorative model.

# New Building Construction Is On Schedule and On Budget

Summer 2021--construction begins on elevator shaft in 1980 building

Summer 2021--work begins on Burgoyne Theater in FA to create a temporary television studio

Early in 2022--New Gymnasium opens

Early 2022-early 2024--under construction: new 5 story FA building; Main entrance/lobby; cafeteria

Early 2024--completed: 5 story FA building, main entrance/lobby, cafeteria

Early 2024--under construction: 1980 building, auditorium, north end of 1922

Late 2025--completed: renovated 1980 building, auditorium, north end of 1922

Late 2025--under construction: south end of 1922, 1892 building

Fall 2026--construction completed



**\*\*Construction updates to school community occur each month**

# LHS End of Year Dates

**MCAS ELA**      **May 5 to May 6**

**MCAS Math**    **May 11 to May 13**

**AP Exams**      **May 11, 18, 19, 20,**  
**June 9, 10**

**Senior Assessments** **May 24 to**  
**May 28**

**Senior Week** **June 1 to June 4**

**Senior Grades Due**    **June 2**

**G9--G11**              **June 7 to June 11**  
**Assessments**

**Senior Grad Bag**    **June 10 & 11**  
**Distribution**

**Graduation**    **Week of June 14th**  
**4pm and 7pm**      **(tentative)**

**Grades Due**      **June 16**

**Last Day of School** **June 16**

# Next Steps

In order to keep students, equity, access and excellence at the center of all that we do, we will:

- ❖ Outline continuous plans for improvement and necessary revisions within the LHS Sustainable Improvement/Turnaround Plan which has informed this year's school-based budgeting process and will set the stage for sustainable school improvement
- ❖ Ensure ALL students are treated fairly, their voices are heard, and they have access to opportunities to thrive in the classroom and the community
- ❖ Establish foundational policies and build bridges between school and community programs and practices that would transform and reframe the high school experience into a personalized roadmap of students' learning opportunities that impart essential competencies to launch their futures
- ❖ Deliver a well-articulated and executed reform/change process recommendation to school and district leaders outlining a proposed high school model



## **Next Steps Prior to the End of the Current Academic Year**

**In-Person Learning Expansion.** *April 26* - 800 students are currently expected to return. All students will remain in their current schedule while teachers teach in a concurrent format. Students will be dismissed at 12:20 pm and engage in their last periods remotely. Students who were in person since the start of the school year will continue with a full day of in-person instruction.

**Early College New Student Outreach and Recruitment.** *April (Ongoing)* - Continued expansion of LHS Early College will take place next school year and the new student recruitment process is ongoing. Additional Early College Promise information sessions will be taking place in late April to offer this opportunity to more students who may be interested and still in the process of post-secondary planning.

**After-Dark Vocational Program New Student Outreach and Recruitment.** *April (Ongoing)* - The After-Dark program is currently offering LHS students the opportunity to take Information Technology and Advanced Manufacturing courses in a partnership with GLTS. This program will expand in SY21-22 to include an additional vocational track of Automotive Technology.

## **Next Steps Continued:**

**Portrait of a Graduate Community Forums.** *May 18 and May 20* - Community Forums will be conducted via Zoom to gather stakeholder feedback on POG's next steps and implementation to increase the level of community involvement in the design of the high school.

**Associate Head of School Position Posting.** *May 19 (Tentative)* - The proposed Associate Head of School position was approved by the School Site Council and will be posted immediately following School Committee budget approval.

**DESE Targeted Site Visit.** *May/June (Date TBD)* - As part of our Turnaround status, we are eligible for a Targeted Site Visit (TSV) which will be conducted by American Institute for Research (AIR). The site visit will consist of teacher and principal surveys to assess the progress of our Turnaround/Sustainable Improvement Plan. Data gathered will be used to inform our progress towards our school-wide goals.

**Class of 2021 Graduation.** *June (Date TBD)* - Graduation will be held at Lelacheur Park. There will be two sessions, 4:00PM and 7:00PM, with two Houses per session to comply with DESE guidelines. Participants will be afforded two tickets each.